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*Methods and materials for teachers of elementary-school subjects.*—Successful teaching of any school subject implies a fund of definite information concerning the topics to be taught and an understanding of the principles of teaching that apply to the type of material with which the teacher and student have to deal. Information concerning subject-matter is in part supplied by the textbook, and the professional training of the teacher affords a background of theory and technique for the solution of the immediate problems of the class hour. But the most serviceable textbook cannot include all of the facts of value for the various situations in which the book may be used, and the course in general or special methods leaves the teacher to face some problems without a ready-made solution. Moreover, there are many poor textbooks and many teachers with little or no special training for the work of instruction. There is general need, therefore, for works of reference which will supply needed information and suggestive methods for meeting the problem situations constantly arising in the classroom.

One of the publications<sup>1</sup> which has undertaken to supply some measure of assistance to the teacher at work in the school has recently been revised to the extent of the addition of a number of new departments as well as the re-writing of the others to make them conform to new conditions and to more recent teaching practice. The work covers practically the entire field of elementary-school instruction, Volumes I to III being devoted to the first three grades, the remaining volumes dealing with the curriculum and activities of the intermediate and grammar grades. In the treatment of each subject or topic an effort is made to supply the largest possible amount of well-selected illustrative material to supplement that of the text and to suggest by discussion or by means of detailed plans suitable methods of presentation.

In introducing the material presented for each principal subject, a brief discussion of the problems and methods peculiar to that subject is presented, this discussion being followed by somewhat definite suggestions regarding procedure and by examples of well-organized lesson plans. For example, in introducing the subject of primary reading, the several methods in general use are explained, and the value of each is pointed out. The practical conclusion is summarized in the following form:

The best results in reading seem to be obtained by beginning with the sentence method, and by using the sentences given by the pupils themselves in reply to questions from the teacher. The questions should always be about some familiar object and framed so that the child will give definite sentences as answers.

The object should have some definite attraction in itself, be present and passed from one pupil to another for close observation. Thus, there may be a pretty flower, a red apple, a whistle, a top, a ball, a doll, a pet kitten, or any other object that is easy to get and is attractive to children from five to six years of age. In any case, an informal talking exercise should precede any formal reading lesson, until the children become acquainted and feel at home in the school room [Vol. I, pp. 96-97].

<sup>1</sup> *Public School Methods*. Chicago: School Methods Publishing Co., 1921 [revised]. Vols. I-VII.

A detailed description is then given of the first and second lessons, each based upon certain specified objects as examples of possible subjects. Specific cautions are given to guard against commonly observed mistakes of inexperienced teachers, and things to be emphasized are pointed out. The succeeding pages discuss later lessons in the same detailed manner, such topics as chart-making, blackboard work, and beginning the use of books being taken up. Brief statements of the special problem of the subject of reading in the second year and in the third year are given at the beginning of the chapters dealing with the work of these years.

In addition to the regular school subjects, special consideration is given to a number of other topics and activities with which the elementary-school teacher has to deal. Physical education, rural life, tests and measurements, supervised study, thrift, and personal and community hygiene are among the topics on which the teacher will find information and suggestions of practical value. The socialized recitation, the project method, and other special methods receiving recent emphasis are discussed rather fully and illustrated by specific examples at different levels of elementary-school work and in different subjects.

The volumes offer a wealth of material and suggestions which make them of value to any teacher of elementary-school subjects. They will be especially helpful to those of little training for the work of instruction and to those who do not have access to well-equipped libraries.

N. B. HENRY

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*A program of social studies.*—During recent years society has developed a realizing sense of the importance of educating its citizenry for wholesome and intelligent participation in our modern democratic life. The school, on every level, is open to the indictment that it is not preparing its constituency for participation in society in any conscious, clear-cut, positive, and comprehensive way. However, under the stimulus of social criticism and demand there is emerging, on the part of the responsible directors of educational policies, a consciousness that this problem of educating for society must be met and solved. Probably the most helpful and hopeful solution to the problem is contained in the report of the Commission on Correlation of Secondary and Collegiate Education with Special Reference to Business Education. This Commission was appointed by the Association of Collegiate Schools of Business in November, 1919. Its first report<sup>1</sup> deals with social studies in secondary schools.

For a number of years various educational bodies have had committees at work on this problem. The reports of some of these committees have long since passed into educational history. The report of the Madison Conference on History, Civil Government, and Political Economy made to the Committee

<sup>1</sup> *Social Studies in Secondary Schools*. Chicago: University of Chicago Press, 1922. Pp. x+117.